

### Q1. 2021 Unit Assessment Plan

**Complete the GCU Unit Assessment Plan with three goals aligned with GCU's Mission and Strategic Compass. See the template within the University Assessment Plan on the GCU Assessment webpage. You can repeat your previous assessment plan if it is still valid.**

**Unit Assessment Plans are due February 28.**

### Q2. Name of Administrative Unit

University Honors Program

### Q3. Name of the person completing this report. (Last, First)

McDonald, Russell

### Q4. Email address of person completing this report.

rmcdonald@georgian.edu

### Q5. To which Cabinet Member does this unit report?

- ☐ President
- ☒ Provost
- ☐ Executive Director for Mission Integration
- ☐ Vice President Finance and Administration
- ☐ Vice President Institutional Advancement
- ☐ Exec. Director of Marketing and Communication
- ☐ Vice President for Enrollment & Retention
- ☐ Other, (please specify

### Q6. This plan is based on the following year type selection:

- ☒ Calendar Year (January-December)

- ☐ Academic Year (September-August)
- ☐ Fiscal Year (July-June)
- ☐ Other

**Q7. State Goal 1 for your administrative unit.**

to create a community of learners who challenge and support one another academically and intellectually

**Q8. State the Outcomes for Goal 1.**

- ☒ 1.1  
Students will report being challenged more on average by their honors general education courses than by their non-honors general education courses
- ☒ 1.2  
Students will participate in activities or assignments in their honors courses (e.g. group projects, seminar presentations, etc.) where they feel challenged and/or supported by their peers
- ☒ 1.3  
Students will be more connected to GCU as a result of their participation in the honors program
- ☐ 1.4
- ☐ 1.5
- ☐ 1.6

**Q9. State Goal 2 for your administrative unit.**

to provide students with excellent honors-related advising so they remain on track to complete all academic and curricular program requirements

**Q10. State the Outcomes for Goal 2.**

- ☒ 2.1  
Students will be highly satisfied or satisfied with their honors advising sessions

- ☒ 2.2  
Students will come for honors advising during any semester in which they are on honors probation
- ☐ 2.3
- ☐ 2.4
- ☐ 2.5
- ☐ 2.6

**Q11. State Goal 3 for your administrative unit.**

to give all students an opportunity to engage in rigorous learning opportunities grounded in academic and/or field research that are self-directed, but with guidance from faculty mentors

**Q12. State the Outcomes for Goal 3.**

- ☒ 3.1  
All students will complete EN221, honors GEN400, and at least one honors by contract course
- ☐ 3.2
- ☐ 3.3
- ☐ 3.4
- ☐ 3.5
- ☐ 3.6

**Q13. Give the Mission alignment for unit assessment goals. Check all that apply.**

	Goal 1	Goal 2	Goal 3
Georgian Court University, founded by the Sisters of Mercy of New Jersey in 1908 and sponsored by the Sisters of Mercy of the Americas since January 2007, provides a comprehensive liberal arts education in the Roman Catholic tradition.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The university has a special concern for women and is a dynamic community committed to the core values of justice, respect, integrity, service, and compassion, locally and globally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Georgian Court provides its students with a curriculum broad enough to be truly liberal, yet specialized enough to support further study and future careers.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Georgian Court provides students with an environment for the entire university community to grow through shared educational, cultural, social, and spiritual experiences.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Georgian Court provides students with the will to translate concern for social justice into action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No direct alignment with Mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q14. Give the alignment with the GCU Strategic Compass Point (s) for your unit assessment goals. Check all that apply.**

	Goal 1	Goal 2	Goal 3
Compass Point 1: Mission Fulfillment through Academic Excellence.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Compass Point 2: Mission Fulfillment through an Exceptional Student Experience.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Compass Point 3: Mission Fulfillment through Revenue Generation and Diversification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compass Point 4: Mission Fulfillment through Operational Efficiency and Utilization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No direct alignment with the Strategic Compass.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q15. Please select the directive(s) aligned with your goal(s) for Compass Point 1: Mission Fulfillment Through Academic Excellence. (check all that apply)**

	Goal 1	Goal 2	Goal 3
1.1 Increase offerings by implementing sustainable new or revised undergraduate programs (at least five), new graduate programs (at least three), and non-degree programs which meet currently unserved student populations or needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Stabilize one year retention of First Year students at 75% or higher. Baseline one year retention of Second Year students and transfer students. Improve four year graduation rates.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Provide consistent program quality, as measured by student satisfaction, across delivery formats (face-to-face, hybrid, online) and geographical site locations such that all students will have access to equitable services and facilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Increase average number of high impact practices in which students participate including learning communities, service learning, research with faculty, study abroad, field or internship experience, and capstone experiences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.5 Increase percentage of graduating undergraduate students who enter graduate school at GCU, at GCU partner programs, and elsewhere.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.6 Increase percentage of graduating students who are employed in positions in which their degree is needed within six months.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7 Maintain and grow academic space in alignment with program needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q16. Please select the directive(s) aligned with your goal(s) for Compass Point 2: Mission Fulfillment Through Exceptional Student Experience. (check all that apply)**

	Goal 1	Goal 2	Goal 3
2.1 Improve the overall retention of resident students by providing a healthy and engaging residential experience.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Develop an IT infrastructure that includes a "one campus" communications and services structure that is on par with current higher education industry standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Enhance the physical space available for student engagement throughout campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.4 Develop collaborative campus environment that supports students through engagement with all campus stakeholders.

2.5 Integrate marketing and recruitment strategies that highlight instructional strengths to attract the student who will succeed at Georgian Court University

2.6 Provide unique student leadership experiences that focus on the philosophy of servant and ethical leadership.

2.7 Identify current or develop new GCU Traditions to support and highlight a dynamic unified campus culture (convocation, homecoming, bonfire, etc.).

2.8 Provide for an exceptional, safe, and well-rounded student-athlete experience through maintenance of competitive level facilities, leadership programming, academic support & resources consistent with program growth.

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q17. Please select the directive(s) aligned with your goal(s) for Compass Point 3: Mission Fulfillment Through Revenue Generation and Diversification. (check all that apply)

*This question was not displayed to the respondent.*

Q18. Please select the directive(s) aligned with your goal(s) for Compass Point 4: Mission Fulfillment Through the Operational Efficiency and Resource Utilization. (check all that apply)

*This question was not displayed to the respondent.*

Q19. With which MSCHE (Middle States Commission on Higher Education) Standard are your unit assessment goals aligned. Try to limit your response to the primary area of alignment.

	Goal 1	Goal 2	Goal 3
Standard I. Mission and Goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard II. Ethics and Integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard III. Design and Delivery of the Student Learning Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standard IV. Support of the Student Experience	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard V. Educational Effectiveness Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard VI. Planning, Resources, and Institutional Improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard VII. Governance, Leadership, and Administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am not sure which Standard to choose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies to all Standard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q20. What metrics will be used to measure results of Goal 1?

Annual student survey

**Q21. What metrics will be used to measure results of Goal 2?**

For outcome 2.1, a student satisfaction survey sent immediately after each advising session. For outcome 2.2, I will track students who come for advising against lists of those on probation.

**Q22. What metrics will be used to measure results of Goal 3?**

**Q23. What will be the benchmark for successfully meeting Goal 1?**

1.1 80% of students who report taking one or more honors general education classes in the current academic year (not counting courses done as honors by contract) will also report being more academically challenged on average by those courses than by their non-honors general education courses 1.2 80% of students who report taking one or more honors general education courses will also report participating in at least one activity or assignment (e.g. a group project, seminar presentation, etc.) where they felt challenged and/or supported by their peers 1.3 80% of students will report engagement in one or more GCU activities/events per year (not just honors-sponsored events), and 60% will report feeling greater connection to campus as a result of their participation in the honors program

**Q24. What will be the benchmark for successfully meeting Goal 2?**

2.1 90% of students will report being "highly satisfied" or "satisfied" with their advising experience 2.2 80% of students on honors probation each semester will come for an honors advising session

**Q25. What will be the benchmark for successfully meeting Goal 3?**

3.1 Upon review of academic records, 90% of graduating seniors will have met the requirements of enrollment in EN221, honors GEN400, and at least one honors by contract course.

**Q26. Name the person(s) responsible for Goal 1.**

Russell McDonald

**Q27.**  
**Name the person(s) responsible for Goal 2.**

Russell McDonald



Q28.

Name the person(s) responsible for Goal 3.

Russell McDonald

Q29.

In which year will Goal 1 be assessed?

Note: Data is collected annually, but analysis is done on a three-year cycle, one goal per year.

- ☒ Year 1
- ☐ Year 2
- ☐ Year 3

Q30.

In which year will Goal 2 be assessed?

Note: Data is collected annually, but analysis is done on a three-year cycle, one goal per year.

- ☐ Year 1
- ☒ Year 2
- ☐ Year 3

Q31.

In which year will Goal 3 be assessed?

Note: Data is collected annually, but analysis is done on a three-year cycle, one goal per year.

- ☐ Year 1
- ☐ Year 2
- ☒ Year 3


Q32. Are there any additional comments you would like to add to this report?

My first goal and third goals are repeated from the previous assessment plan, but I have revised the outcomes for goal 1. My second goal and its associated outcomes are new for this assessment plan.

**Location Data**

**Location:** ([40.210403442383](#), [-74.827796936035](#))

**Source:** GeolIP Estimation

A map of the Northeast United States, including parts of Pennsylvania, New Jersey, New York, Connecticut, and Maryland. Major cities like Scranton, Danbury, Bridgeport, New Bedford, Yonkers, Islip, New York, Allentown, Harrisburg, New Jersey, Wilmington, Baltimore, Annapolis, and Washington are labeled. A yellow diamond marker is placed on the map, indicating the location of New York City.